

March 24, 2020

## **Faculty Guidelines for Retention, Tenure and Promotion in Labor Studies**

### **Guideline Introduction for Tenure Track Faculty**

This document and its guidelines establish the range of activities under the categories of teaching, scholarship, and service, and levels of performance necessary in each area to meet the requirements for positive retention, promotion, and tenure.

### **Professional Plan**

Per Faculty Affairs and Development: Each faculty member participating the Reappointment, Tenure, or Promotion (RTP) review process must submit a Professional Plan for review by RTP evaluators. A Professional Plan shall address what the faculty member expects to accomplish in the areas of teaching, scholarship and service prior to consideration for tenure. The faculty member's Professional Plan, initially submitted during the first probationary year review, shall be submitted each year with subsequent updates, revisions or modifications as may be needed.

1. Indicate Name, Department, Cycle, and Academic Year.
2. The Professional Plan should be five pages in length double spaced.
3. Address short-term objectives (Next 6-8 months) and long-term objectives (Next 2 to 4 years).
4. Use subheadings for each objective:
  - a. Philosophy of Teaching: Write a brief statement regarding teaching and learning.
  - b. Teaching Performance: Write a brief statement of your teaching goals and objectives.
  - c. Scholarship or Creative Activity: List scholarship goals or creative activity, i.e., research, publications, and active participation such as papers, presentations, panels, symposia etc.
  - d. Service: List service objectives such as departmental, college, university, and community involvement/participation.

### **Teaching and Instructional Activities**

The evaluation of teaching includes assessing the faculty member's teaching effectiveness in all modes of instruction. This is the principal criterion for retention and tenure, assuming that satisfactory progress is made in scholarship and service. It is expected that the faculty member strengthens his or her teaching skills throughout the probationary period. And, because teaching effectiveness cannot be taken for granted at any rank, evaluation for promotion to any level should place emphasis on the teacher's current work.

### Documentation of Teaching Effectiveness

Faculty will provide the follow materials for evaluation for teaching effectiveness:

- Teaching Philosophy

- SIF Narrative for Teaching Performance
- Course Materials (syllabi, examinations, assignment sheets, grading rubrics, etc.)
- Teaching Strategies (examples of in-class activities, lectures, etc.)

In order to assess teaching effectiveness, the department will:

- Consider the faculty member's own assessment of teaching effectiveness,
- Review the quantitative and qualitative responses on the Perceived Teacher Effectiveness (PTE).
- Review course syllabi, examinations, handouts, writing assignments, graded assignments and grading criteria, etc.
- Provide a classroom evaluation of a new hire during his/her first two years, once per year and
- Consider any other pertinent matter directly related to teaching duties that would tend to illuminate the quality of the instructor's teaching.

Since student retention is of high priority within the CSU system, the Department will also assess the candidate's effectiveness in advising/mentoring of students. Accordingly, the candidate is responsible for counseling students properly on course-related matters and to keep office hours regularly in order to assist students with their academic needs. Two ratings – the assessment of student Perceived Teaching Effectiveness (PTE) ratings and the peer evaluation of teaching observation and materials – shall be combined to constitute the overall rating of teaching effectiveness. Evaluators shall assess all indicators of teaching effectiveness submitted by faculty, using a qualitative scale of “outstanding,” “satisfactory,” and “unsatisfactory.” If the sample of PTEs is less than 60% in courses of fewer than 30 students, or less than 40% in courses of 31 or more students, they will be deemed less reliable and less representative.

#### Teaching Standards for Reappointment

- When 75% of PTE responses are “Strongly Agree” and “Agree,” and 50% of all responses are “Strongly Agree,” student assessment of teaching shall merit an “Outstanding” rating.
- When 70% of the responses to these items are “Strongly Agree” and “Agree,” or 80% of all the responses are “Neutral” and above, student assessment of teaching shall merit a “Satisfactory” rating.
- Faculty will need a combined rating of “Satisfactory” for reappointment.

#### Teaching Standards for Promotion from Assistant Professor to Associate Professor

- When 75% of PTE responses are “Strongly Agree” and “Agree,” and 50% of all responses are “Strongly Agree,” student assessment of teaching shall merit an “Outstanding” rating.
- When 70% of the responses to these items are “Strongly Agree” and “Agree,” or 80% of all the responses are “Neutral” and above, student assessment of teaching shall merit a “Satisfactory” rating.
- Faculty will need a combined rating of “Satisfactory” for promotion and tenure.

#### Teaching Standards for Promotion from Associate Professor to Professor

- When 75% of PTE responses are “Strongly Agree” and “Agree,” and 50% of all responses are “Strongly Agree,” student assessment of teaching shall merit an “Outstanding” rating.
- When 70% of the responses to these items are “Strongly Agree” and “Agree,” or 80% of all the responses are “Neutral” and above, student assessment of teaching shall merit a “Satisfactory” rating.
- Faculty will need a combined rating of “Satisfactory” for promotion to full professor.

### **Scholarly and Creative Activity**

The Labor Studies Program expects faculty to publish research in peer-reviewed or other reputable sources and maintain currency in their research area(s) by regular participation in scholarly conferences, symposia, and other creative activities.

#### Documentation of Scholarly and Creative Activities

##### *Curriculum Vitae*

The candidate shall provide a current curriculum vitae in their portfolio. Forthcoming or in-press work cited in a faculty member’s vitae shall be considered for evaluation if editorial documentation is provided (galley proofs or confirmation letter from editor).

#### Scholarly and Creative Activity Standards for Reappointment

Every faculty member should point to at least two instances of scholarly/creative activity in each and every probationary year.

Examples of scholarly/creative activity:

- Examples of Publication
  - A monograph published by a recognized and reputable publisher
  - Single or jointly authored article in a refereed journal (either in print or online)
  - A contribution to an anthology or edited volume by a recognized publisher
  - Editorial notes to a recognized and reputable text
  - A contribution to a recognized and reputable reference work in one’s field (either in print or online)
  - An article in the proceedings of a conference
  - An article in a volume of working papers published by a recognized and reputable publisher
  - Scholarly review essays
- If a publication is not peer-reviewed, an evaluation of the publication must be provided by a reputable external source.
- Examples of Scholarly/Creative Activity Other than Publication
  - A public performance of one’s creative work in forms other than the written word, such as a film, video, or public readings
  - Participating at a professional conference or workshop: presenting a paper; serving on a panel discussion; chairing a session; serving as a reviewer or organizer.

- Presenting professional expertise in other forums, as in: giving an invited class lecture or presentation at another institution; serving as a consultant, paid or unpaid, in a professional nature, including serving as a referee, review, or editor of a journal or other compilation of professional contributions
- Reports and studies for an agency, educational or related institution
- Providing expert testimony in an official hearing
- Creating work either for review or in preparation for review: drafting a book/article/review manuscript for submission; developing creative work in forms other than the written word, such as films, videos, and performances; developing materials related to pedagogy; submitting (or resubmitting) a work for possible publication; drafting or making significant contribution to a research study or report for a labor union, government entity, or nonprofit whose mission prioritizes worker rights, immigrant rights, social/racial equity, and/or climate justice
- Extending one's professional knowledge, as in: earning an additional degree/credential/licensure relevant to one's field; taking classes relevant to one's field; attending professional workshops, symposia, or conferences; pursuing one's research agenda through a fellowship, sabbatical, or other form of outside funding
- Receiving recognition of one's research or creative work, such as receiving an award or honor; earning a fellowship or grant related to the field of expertise
- Completing a research study or report for a labor union, government entity, or nonprofit whose mission prioritizes worker rights, immigrant rights, social/racial equity and/or climate justice

#### Scholarly and Creative Standards for Tenure

- Faculty are considered for tenure after five probationary years, regardless of rank of appointment. Prior service may be counted if it was approved at the time of first appointment.
- Faculty have two options for successfully fulfilling the requirements for successful tenure and promotion from assistant to associate professor in the area of scholarship. Accomplishments beyond these will be rated "Outstanding."

#### *Option A:*

Candidate has a book in press at the time of application. The book must be accepted by a university publishing house or by a publisher that has a good academic reputation.

#### *Option B:*

Candidate has three peer-reviewed academic articles that have been accepted for publication by a reputable peer-reviewed journal or equivalent as noted above, at least one of them as sole or leading author. Creative activities or demonstrated community activities can also be substituted for one of the academic articles as long as the activity has been approved in the faculty's professional plan and relates to the faculty's work in labor studies. Acceptable creative or community activities may include:

- Exhibition or display of one’s artistic work in professional publications, galleries, or museums.
- Acceptance in juried local, regional, national or international competitions or festivals.
- Substantial community development projects that are grant funded by an external source, where the faculty member is the principal investigator or co-principal investigator.
- Substantive study/report/research for a labor union or government agency, government entity, or nonprofit whose mission prioritizes worker rights, immigrant rights, social and racial equity and climate justice.

Faculty whose initial appointment is at the rank of Assistant Professor shall be promoted to Associate Professor upon the granting of tenure.

Scholarly and Creative Standards for Promotion from Associate to Professor

Faculty are expected to maintain an active pattern of successful teaching, service, and scholarship. All scholarship used toward promotion from associate to professor should be completed during the review period since appointment to Associate Professor. For successful promotion from associate to professor, candidates will need to have a “Satisfactory” record. There will be two options for achieving “Satisfactory” in the area of scholarship. Accomplishments beyond these will be rated “Outstanding.”

*Option A:*

Candidate has a book in press at the time of application. The book must be accepted by a university publishing house or by a publisher that has a good academic reputation since year of tenure review. If the candidate is revising a dissertation for publication, then the candidate should not have published more than one article from the revised manuscript.

*Option B:*

Candidate has three peer-reviewed academic articles that have been accepted for publication since year of tenure review by a reputable peer-reviewed journal, or equivalent as noted above, at least two of them as sole author or as playing a substantive role in the publication.

.One peer reviewed article can be substituted by a creative activity or demonstrated community activity as long as the activity relates to the faculty’s work in labor studies. Acceptable creative or community activities may include:

- Exhibition or display of one’s artistic work in professional publications, galleries, or museums.
- Acceptance in juried local, regional, national or international competitions or festivals.
- Substantial community development projects that are grant funded by an external source, where the faculty member is the principal investigator or co-principal investigator.
- Substantive study/report/research for a labor union, government entity, or nonprofit whose mission prioritizes worker rights, immigrant rights, social/racial equity and/or climate justice

Supporting Material in the Area of Scholarship and Creative Activity

- SIF Narrative which discusses the scholarly and creative activity included in the candidate’s curriculum vitae. This should include the review process for the submissions, brief description of the journal/press chosen for publication, and nature of contribution of

co-authored works. The narrative should conclude with a discussion of future plans for scholarly and/or creative work.

- PDF copies of all in progress, under review and published work.
- Evidence of peer-review.
- For co-authored works, faculty should be able to clearly state and quantify their intellectual contributions to the publication.

### **University, Professional, and Community Service**

Labor Studies recognizes the importance of service in the development of teaching and scholarship, as well as its role in the attainment of program, college, and university goals. It is the responsibility of candidates to describe their service in a SIF narrative, as well as provide necessary supporting documentation of their service on the program, college, and university level, as well as any professional and/or community service related to their respective field(s).

#### Examples of Program-Level Service

- Serving on a program committee, either standing or *ad hoc*
- Attending and organizing program events
- Advising students
- Working with students outside of coursework and regular office hours
- Representing Labor Studies at college and university events
- On-campus out-reach activities on behalf of Labor Studies
- External out-reach activities on behalf of Labor Studies
- Advising the Labor Studies student club

#### Examples of College-Level Service

- Serving on a CAH committee
- Chairing a CAH committee
- Serving as an Academic Senator
- Serving on an Academic Senate committee
- Serving as department chair or coordinator
- Undertaking special projects/activities at the request of the dean
- Representing the college (rather than just Labor Studies) at a public function
- Developing a grant proposal
- Mentoring students outside of classwork (ex: Mellon Fellows, undergraduate student research)

#### Examples of University-Level Service

- Serving on a University-level committee (UCEP, UCC, WCC, etc.)
- Chairing a University-level committee
- Serving on committees for other University bodies (General Studies, Senate, etc.)
- Serving on a committee for an outside department
- Serving on a task force created by the president or president's delegate

- Performing University advising
- Advising a student club
- Providing input for curricular modifications affecting outside departments
- Representing the University (rather than just Labor Studies) at a public function
- Serving on the CFA Steering Committee
- Coordinating the annual Labor Social and Environmental Justice Fair

#### Examples of Service to the Field

- Serving in a leadership capacity in a professional organization related to the candidate's field(s)
- Helping to review submissions and/or organize regional and/or national conferences related to the candidate's field(s)
- Serving as a reviewer for scholarly texts for academic journals and/or publishers
- Serving as a program reviewer for an outside program or department
- Serving as an off-campus RTP reviewer
- Organizing a creative event relevant to the candidate's field(s)

#### Examples of Relevant Community Service

- Holding office in a community organization related to one's scholarship and/or field of expertise
- Serving on the board of a community organization related to one's scholarship and/or field of expertise
- Serving as a consultant/expert for a mass media outlet
- Consulting for community or labor groups within one's field of expertise
- Coordinating symposia, workshops and the like for the public
- Giving a public lecture or reading
- Serving as a delegate to the County Labor Federation

#### Service Activity Standards for Reappointment

Candidates are only expected to participate in program/department-level service in RTP Cycle 1. Candidate should provide evidence of at least one college and/or university service per year after RTP Cycle year 1, in addition to annual program/department-level service.

#### Service Activity Standards for Promotion from Assistant to Associate Professor

Candidates must have a "Satisfactory" record for promotion and should provide evidence of at least one college and/or university service per year after RTP Cycle year 1, for a total of at least 5 examples of college and university service for promotion from assistant to associate. One instance of college or university service may be substituted for service at the community or professional level. Documentation in excess of these requirements in all levels will be considered "Outstanding."

#### Service Activity Standards for Promotion from Associate Professor to Professor

*Candidates must have a “Satisfactory” record for promotion and should provide evidence of at least one college and/or university service per year since promotion to Associate Professor, for a total of at least 5 examples of college and university service for promotion from assistant to associate. One instance of college or university service may be substituted for service at the community or professional level. Documentation in excess of these requirements in all levels will be considered “Outstanding.”*

### **Unusually Meritorious Tenure and/or Promotion**

Per University guidelines: Early tenure is granted rarely and only for unusually meritorious performance as a faculty member at California State University Dominguez Hills. In order for a member of the instructional faculty to be granted early tenure they must demonstrate outstanding performance in teaching and in one other area of evaluation. Non-teaching faculty must demonstrate outstanding performance in their professional assignment. The demonstration of unusually meritorious performance requires substantial documentation which may not be possible on the basis of a relatively short period of time spent at this institution. Therefore, evidence relating to professional performance at another institution will, if submitted, be given consideration.

However, the granting of tenure is based primarily on evidence of merit demonstrated in performance at California State University, Dominguez Hills.

### **Early Tenure and Promotion Criteria**

Per University guidelines: Early tenure is granted rarely and only for unusually meritorious performance as a faculty member at California State University Dominguez Hills. In order for a member of the instructional faculty to be granted early tenure they must demonstrate outstanding performance in teaching and in one other area of evaluation. Non-teaching faculty must demonstrate outstanding performance in their professional assignment. The demonstration of unusually meritorious performance requires substantial documentation which may not be possible on the basis of a relatively short period of time spent at this institution. Therefore, evidence relating to professional performance at another institution will, if submitted, be given consideration.

Promotion in rank constitutes recognition of a faculty member’s professional achievements. The criteria of good teaching, scholarship, and participation in University and community affairs are interrelated, but individuals achieve distinction in various ways and degrees and, therefore, circumstances may justify placing greater weight on a candidate’s outstanding achievements in one or another area. However, since good teaching is recognized as the primary function of the State University System, teaching effectiveness shall be the most important criterion for promotion.

### **Criteria for Early Tenure and Promotion**

- The candidate should achieve the requirements for tenure in Labor Studies advance of this regular review cycle.

- Faculty will have a consistent record of “Outstanding” ratings in two of the three categories of teaching, scholarship and service.
- Candidates will not be penalized for going up early for tenure or promotion, and requests for early tenure or promotion should not be held against candidates if they are not achieved in a previous year.

#### Criteria for Early Promotion to Professor

- The candidate should achieve the specific Labor Studies requirements of promotion to Professor in advance of the regular review cycle.
- Faculty will have a consistent record of “Outstanding” ratings in two of the three categories of teaching, scholarship and service.
- Candidates will not be penalized for going up early for tenure or promotion, and requests for early tenure or promotion should not be held against candidates if they are not achieved in a previous year.



Department Chair or Equivalent

2.22.21

Date

2/22/21



Dean or Equivalent

Date

Vice President, Student Affairs

Date



Provost/ Vice President, Academic Affairs

2/22/2021

Date